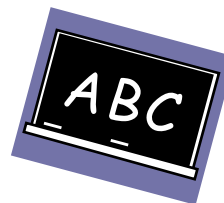


Functional Independence

Sample Assessment Booklet

Updated 10/21/05

English Language Arts



Grades **4/5**

Introduction

The *Grades 4/5 English Language Arts Functional Independence Sample Assessment Booklet* has been developed to provide teachers, administrators, parents, students, and other interested stakeholders with a sample of the content and length of the assessment. Additional *English Language Arts Functional Independence Sample Assessment Booklets* are available in grades 3, 6/7/8, and 11. The *Sample Assessment Booklets* can be downloaded from the MI-Access Web page at www.mi.gov/mi-access.

The *Functional Independence English Language Arts Assessment* consists of two components: Accessing Print (Word Recognition and Text Comprehension) and Expressing Ideas. The table below indicates the number of core items and possible points on the Grades 4 and 5 assessments, as well as the number of pilot items that will be embedded in the assessment for each component. A student's overall performance score will be based only on his or her performance on the core items. Data will be collected about student performance on the embedded pilot items, but they will **not** count toward a student's overall performance score. A portion of the core items will be released electronically each year. The embedded items will be used to replace the released items in future assessment booklets.

<i>Grades 4 and 5 Functional Independence English Language Arts Assessments</i>	Number of Core Items	Possible Core Points	Number of Embedded Pilot Items
Accessing Print and Expressing Ideas: Core Items			
Part 1: Word Recognition Items (Multiple-choice items)	20	20	4
Part 2: Text Comprehension Items (7 Multiple-choice items per passage)	21 (3 passages)	21	7 (1 passage)
Part 3: Expressing Ideas Items	1 prompt	4	1 prompt
Total	42	45	12

The *Grades 4/5 Functional Independence English Language Arts Sample Assessment Booklet* reflects the content and length of the operational assessment, which will be administered for the first time in fall 2005. Placeholders for embedded pilot items have been designated throughout the *Sample Assessment Booklet* (items 21-24, 46-52, and 54). Please note that the positions of the embedded pilot item placeholders have been determined solely for the ease and convenience of the users of the *Sample Assessment Booklet*. The position of embedded pilot items in the operational assessment booklets will vary from year to year.

The *Grades 4/5 Functional Independence English Language Arts Sample Assessment Booklet* also contains four sample student responses from the Expressing Ideas Tryout administered in spring 2004. The responses have been scored and annotated by the Michigan Department of Education and the MI-Access contractor.

PART 1

WORD RECOGNITION

DIRECTIONS: Read each sentence. Then, choose the word that belongs in the sentence.

Additional Information:

- Please note that the *Functional Independence English Language Arts Assessments* are based on the *Extended* Grade Level Content Expectations (EGLCE) and benchmarks (EB). The EGLCE that each item in this booklet measures can be found on pages 50 and 51.
- Enlarged Print, Braille, and audio versions of the assessment are available for the *Functional Independence English Language Arts* operational assessments.
- For the Word Recognition portion of the *Functional Independence English Language Arts Assessment*, students will select a word that correctly completes a sentence. They will have three words from which to choose. Assessment administrators may read the item stem aloud to students, but they may NOT read the three answer choices aloud.

1 Be careful when you use _____ tools. If you are not careful, you could cut yourself.

A sharp

B small

C secret

2 Tino is ten _____ old. He is in fifth grade.

A weeks

B days

C years

3 Ron put on his socks. _____, he put on his shoes.

A Right

B Then

C Well

- 4** Carol and her mother plant a garden. They put flower _____ in the ground.
- A** rocks
 - B** seeds
 - C** money
- 5** Jane walks up to Carrie's front door. She _____ the doorbell to tell Carrie she is waiting.
- A** rings
 - B** buys
 - C** marks
- 6** There are _____ days in every week.
- A** month
 - B** water
 - C** seven

- 7 Helen checks the clock to see what _____ it is.
- A watch
 - B street
 - C time
- 8 Follow the rules on the school bus. Do not _____ while the bus is moving.
- A look
 - B stand
 - C read
- 9 Ed learns about the animals and trees in the _____.
- A head
 - B pocket
 - C forest

- 10** David _____ right on South Street to get home.
- A** turns
 - B** does
 - C** grows
- 11** Adam must study his spelling _____ tonight. He has a spelling test tomorrow.
- A** class
 - B** teacher
 - C** words
- 12** Charlie did not hear what Matt _____. He asked Matt to say it again.
- A** said
 - B** cut
 - C** same

13 Tim _____ a letter to his friend Trina.

A ate

B sent

C walked

14 Kathy is shorter _____ Rob.

A than

B with

C by

15 Dan takes his _____ to school. Today it is a peanut butter sandwich and an apple.

A friend

B book

C lunch

16 Eric does not know what the word _____. He asks his teacher to tell him.

A has

B means

C writes

17 Betty needs a _____ pair of shoes. Her old ones are too small.

A two

B buy

C new

18 Jack missed the ball two times, but he hit it the _____ time he tried.

A third

B three

C every

19 Jane opens her birthday presents. Then, she _____ everyone at the party.

- A** finds
- B** asks
- C** thanks

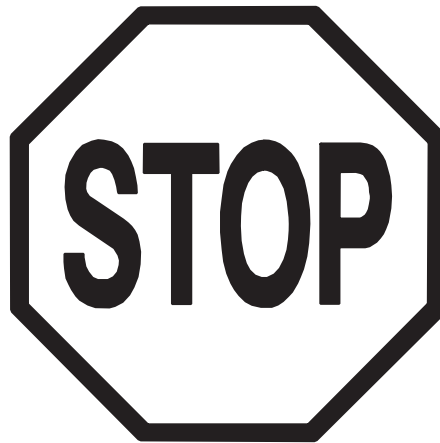
20 Kate is getting ready for a trip. She puts her clothes _____ a bag.

- A** into
- B** under
- C** around

21 EMBEDDED PLACEHOLDER

- A**
- B**
- C**

22 EMBEDDED PLACEHOLDER**A****B****C****23** EMBEDDED PLACEHOLDER**A****B****C****24** EMBEDDED PLACEHOLDER**A****B****C****Do Not Continue.**



Do not continue until instructed to do so.

PART 2

TEXT COMPREHENSION

DIRECTIONS: Read the passage. Then, answer the questions that follow. Choose the **BEST** answer for each question.

Additional Information:

Please note that the *Functional Independence English Language Arts Assessments* are based on the *Extended Grade Level Content Expectations* (EGLCE) and benchmarks (EB). The EGLCE that each item in this booklet measures can be found on pages 50 and 51.

Enlarged Print, Braille, and audio versions of the assessment are available for the *Functional Independence English Language Arts* operational assessments.

For the Text Comprehension portion of the *Functional Independence English Language Arts Assessment*, students will read or listen to three types of passages (narrative, informational, and functional), and then answer seven multiple-choice questions that follow each passage. The passages and items may be read aloud to a student if the Individualized Education Program Team determines this is an appropriate assessment accommodation. Since a student may access print in the manner typically practiced during classroom instruction, and/or as specified in the student's Individualized Education Program, a reader is considered a standard assessment accommodation.

Each passage consists of content, vocabulary, and language structures that are appropriate for the age and interest levels of the students. The readability of all passages has been determined by the professional judgment of the item writers, content editors, and item review committees composed of Michigan educators. In addition, the *Degrees of Reading Power*® (DRP®) software has been used to analyze the difficulty levels of all passages.

Passage 1**French Toast**

A recipe is a list of steps for making something to eat. It is a way for one person to teach another person how to cook.

The recipe that follows is for French toast. People have made and eaten French toast for many, many years. One of the first recipes is from almost 2,000 years ago!

Today, people usually eat French toast in the morning. It is a good way to use up old bread. It is also a delicious way to start the day. Try this recipe for breakfast. Always ask an adult to help you when you use a stove.

French Toast Recipe

Time Needed: 15 minutes

You will Need:

8 pieces of bread (any kind will do)
2 eggs
1 cup milk
1 tablespoon butter (for the pan)
Fruit or sugar

What to Do

1. Crack the eggs into a bowl. Pour in the milk. Mix the eggs and milk together.
2. Dip the bread into the eggs and milk. Turn the bread to put both sides in the mixture.
3. Heat 1 tablespoon butter in a pan. You might need some help with this because the pan will be hot.
4. Add the bread. Cook both sides until the bread turns golden brown.
5. Serve right away with fruit or sugar on top.
6. Enjoy!

Serves: 4 people

- 25 This passage is **mostly** about
- A what people ate long ago.
 - B how to make French toast.
 - C why people like French toast.
- 26 The author **probably** wrote this passage to tell the reader about
- A a good recipe for French toast.
 - B the people who invented French toast.
 - C kinds of healthy breakfast foods.
- 27 In the recipe, you will **probably** need 15 minutes to
- A serve the French toast.
 - B eat the French toast.
 - C make the French toast.

28 What do you do **first** in the recipe to make French toast?

- A** dip the bread into the eggs and milk
- B** serve the toast with fruit
- C** put the eggs and milk in a bowl

29 What does the word crack mean in the recipe?

- A** to add
- B** to break
- C** to cook

30 What does the word heat mean in the recipe?

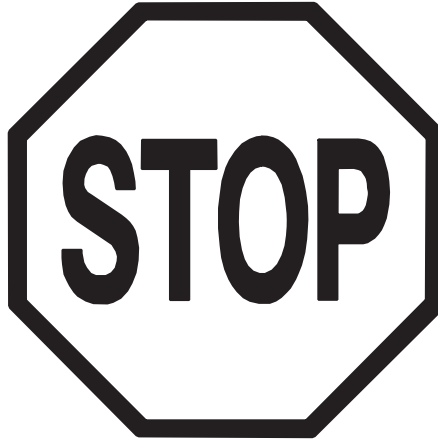
- A** to make hot
- B** to add butter
- C** to dip the bread

31 In the recipe you will **probably** need help when you

- A** mix the eggs and milk.
- B** use a hot pan.
- C** serve the French toast.



Do Not Continue.



Do not continue until instructed to do so.

Passage 2**A Trip to the Firehouse**

John's class visited the firehouse to learn about fire safety. The fire trucks were bright red and sparkling clean. John had never been so close to one. It was very exciting. He thought he might want to be a firefighter someday.

"Hi, my name is Kate, and I've been a firefighter for five years," said a woman in black rubber boots. "First, I'm going to teach you about fire safety. Then, I'll tell you about what firefighters do. I'll show you the firehouse so that you can see some of the tools that firefighters use on the job. Some of you will even get a chance to sit in the fire truck!"

John hoped that he would be picked to sit in the fire truck.

Kate said, "One important lesson is what to do if your clothes catch on fire. Don't run. The air will make the fire grow. Instead, stop, drop, and roll. That will put out the fire. If the fire can't breathe, it can't grow."

Kate asked each student to practice what she had told them. "Walk quickly until I say *fire*," she said. "Then stop, drop, and roll."

John went first. He was nervous, but he stopped, dropped, and rolled when Kate yelled, "Fire!".

"Great job, John!" said Kate. "You get to sit in the fire truck first."

John loved sitting in the truck. He even got to turn on the flashing lights.

- 32 The author **probably** wrote this story to
- A tell what a firehouse looks like.
 - B teach readers how to drive a fire truck.
 - C tell about firefighters and fire safety.
- 33 Where does this story take place?
- A at a school
 - B at a firehouse
 - C at John's house
- 34 What did the students do **first**?
- A They learned how to stop, drop, and roll.
 - B They met a firefighter named Kate.
 - C They sat on the fire truck.

35 When do you need to stop, drop, and roll?

- A** when a fire breaks out
- B** when you're a firefighter
- C** when your clothes catch on fire

36 When you practice something, you

- A** do it again and again.
- B** try to do it fast.
- C** help to put out the fire.

37 In the story, John learned how to

- A** help a hurt person.
- B** drive a fire truck.
- C** stay safe in a fire.

38 How did John **probably** feel at the end of this story?

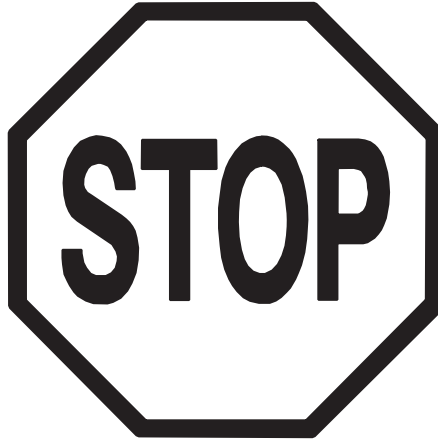
A excited

B scared

C sorry



Do Not Continue.



Do not continue until instructed to do so.

Passage 3**A Cool Job**

Many children and adults love Steve Irwin. He is the star of a TV show called “The Crocodile Hunter.” Some people believe that Steve has one of the best jobs ever. Steve has loved animals since he was a little boy. Now, he works with all kinds of animals every day. He handles dangerous reptiles, such as snakes and crocodiles. Steve doesn’t go to an office every morning. He goes to jungles and swamps to do his work.

Steve was born in Victoria, Australia in 1962. This is a country where a lot of different reptiles live. Steve had a pretty amazing childhood in Australia. He got his first pet snake, Fred, when he turned six years old. A few years later, his family opened a very special park. It was filled with all kinds of creatures, like snakes, lizards, and crocodiles. Steve helped take care of the animals at the park. He fed them and cleaned up after them. Steve learned a lot about animals from doing these chores.

Steve’s father showed him how to catch crocodiles. In fact, Steve caught his first crocodile when he was only nine years old! When Steve got older, he would catch crocodiles that got into people’s homes and yards. Then, he would take the crocodiles to a safe place. This made people feel much better.

Today Steve and his wife, Terri, run his family’s park. They also teach people about reptiles and how to keep all animals safe and healthy. They’ve even made a movie about their work. Now that’s a cool job!



- 39** What is this passage **mostly** about?
- A** a scary snake
 - B** an interesting job
 - C** a reptile park
- 40** What is the message of this passage?
- A** It's hard to find a good job in an animal park.
 - B** Something that you love to do can turn into a job.
 - C** Working with animals will make you popular.
- 41** How old was Steve when he caught his first crocodile?
- A** six years old
 - B** four years old
 - C** nine years old

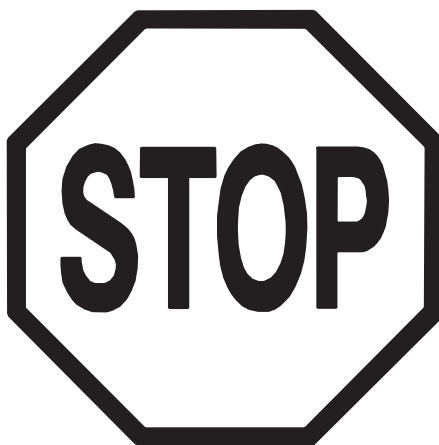
- 42 In this passage, creatures are
- A kinds of animals.
 - B special parks.
 - C funny movies.
- 43 How did Steve help people when he got older?
- A He opened a reptile park in Australia.
 - B He made a movie about reptiles.
 - C He caught crocodiles in homes and yards.
- 44 Which of these events happened **last** in the passage?
- A Steve got a pet snake named Fred.
 - B Steve and his wife made a movie.
 - C Steve was born in Victoria, Australia.

45 Steve Irwin **probably** knows the **most** about

- A** caring for reptiles.
- B** making movies.
- C** building parks.



Do Not Continue.



Do not continue until instructed to do so.

Passage 4

EMBEDDED PLACEHOLDER

46 EMBEDDED PLACEHOLDER**A****B****C****47** EMBEDDED PLACEHOLDER**A****B****C****48** EMBEDDED PLACEHOLDER**A****B****C**

49 EMBEDDED PLACEHOLDER**A****B****C****50** EMBEDDED PLACEHOLDER**A****B****C****51** EMBEDDED PLACEHOLDER**A****B****C**

52 EMBEDDED PLACEHOLDER**A****B****C****Do Not Continue.**



Do not continue until instructed to do so.

PART 3

EXPRESSING IDEAS

DIRECTIONS: Read the prompt. Complete your response to the prompt on the student answer document. Then, use the checklist to review and proofread your response.

Additional Information:

Please note that the *Functional Independence English Language Arts Assessments* are based on the *Extended Grade Level Content Expectations* (EGLCE) and benchmarks (EB). The EGLCE that each item in this booklet measures can be found on pages 50 and 51.

Enlarged Print, Braille, and audio versions of the assessment are available for the *Functional Independence English Language Arts* operational assessments.

For the Expressing Ideas portion of the *Functional Independence English Language Arts Assessment*, students are asked to respond to a prompt by “expressing ideas” related to a practical, real-world situation. The prompts have been developed to accommodate various response modes, which means that students may write, dictate, draw, or use a combination of the three modes, to express their ideas. Student responses will be evaluated holistically according to a four-point rubric that measures topic focus, organization, and use of language and visual conventions. The scoring rubric is shown on page 45, and is followed by four scored and annotated sample student responses.

- 53 Prompt:** What job would you like to have when you grow up? Tell three reasons why you would like to have that job.

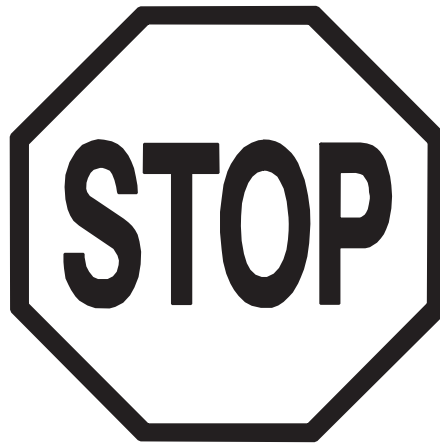
CHECKLIST

DIRECTIONS: Use this checklist as you review and proofread your response to the prompt.

- _____ Did I answer each part of the prompt?
- _____ Did I support my ideas with details?
- _____ Did I organize my ideas and details clearly?
- _____ Did I review my response one more time to make sure it is just the way I want it?
- _____ Did I put my response on the student answer document?



Do Not Continue.



Do not continue until instructed to do so.

54 Prompt: EMBEDDED PLACEHOLDER**CHECKLIST**

DIRECTIONS: Use this checklist as you review and proofread your response to the prompt.

- _____ Did I answer each part of the prompt?
- _____ Did I support my ideas with details?
- _____ Did I organize my ideas and details clearly?
- _____ Did I review my response one more time to make sure it is just the way I want it?
- _____ Did I put my response on the student answer document?



Do Not Continue.

Scoring Rubric – Grades 3-8 and 11

	Writing	Drawing
4	The writing focuses on the topic. The topic may not be explicitly stated, but can be easily inferred by the reader. The text includes appropriate details and/or examples based on the student's prior knowledge and experience. There is a clear organizational structure with transitions between ideas, resulting in a unified whole. The writing demonstrates use of mostly precise word choice and syntax. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) do not interfere with understanding.	The drawing focuses on the topic. Pertinent details and/or examples based on the student's prior knowledge and experience are: (1) clearly present in the drawing; (2) present in the drawing and enhanced through written explanation by the student and/or transcribed oral explanation by the assessment administrator; or (3) provided solely through written and/or transcribed oral explanation. The visual text presents a logical organization and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) do not interfere with understanding.
3	The writing is mostly on topic. The topic may not be explicitly stated, but can be inferred with little effort by the reader. There is some development of the topic with appropriate details and/or examples. The text reflects a mostly organized structure and may include transitions between ideas. The writing demonstrates some attention to word choice and syntax. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) may slightly interfere with understanding.	The drawing is mostly on topic. Some details and/or examples are (1) present in the drawing; (2) mostly present in the drawing and supported through written and/or transcribed oral explanation; or (3) are provided solely through written and/or transcribed oral explanation. The visual text presents an attempt at logical organization and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) may slightly interfere with understanding.
2	The writing is somewhat on topic. If not explicitly stated, the topic may not be easily inferred. There is limited development with simplistic details and/or examples. The focus may wander. The writing lacks a clear organizational structure, and ideas may be repetitive. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) may make understanding difficult.	The drawing is somewhat on topic, but is developed with limited details and/or examples that are (1) present in the drawing; (2) present in the drawing and supported through minimal written and/or transcribed oral explanation; or (3) presented solely through minimal written and/or transcribed oral explanation. The visual text lacks a clear structure and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) may make understanding difficult.
1	The writing shows some evidence of an attempt to respond to the prompt, although there is little or no development of the topic and little direction. The vocabulary may be limited to one or two words, not a complete sentence. The text may show minimal sound/letter correspondence and use of language conventions. Errors may make understanding nearly impossible.	The drawing shows some evidence of an attempt to respond to the prompt, yet it presents little or no development of the topic and is supported with little to no written or transcribed oral explanation. The visual text lacks direction or organization. Errors in language and/or visual conventions (e.g., composition, perspective, shape, and clarity) may make understanding nearly impossible.

Not ratable if:

- A** – off topic
- B** – illegible
- C** – written in a language other than English
- D** – blank/refused to respond

SAMPLE STUDENT RESPONSE**OPTION 2****Prompt:**

What job would you like to have when you grow up? Tell three reasons why you would like to have that job.

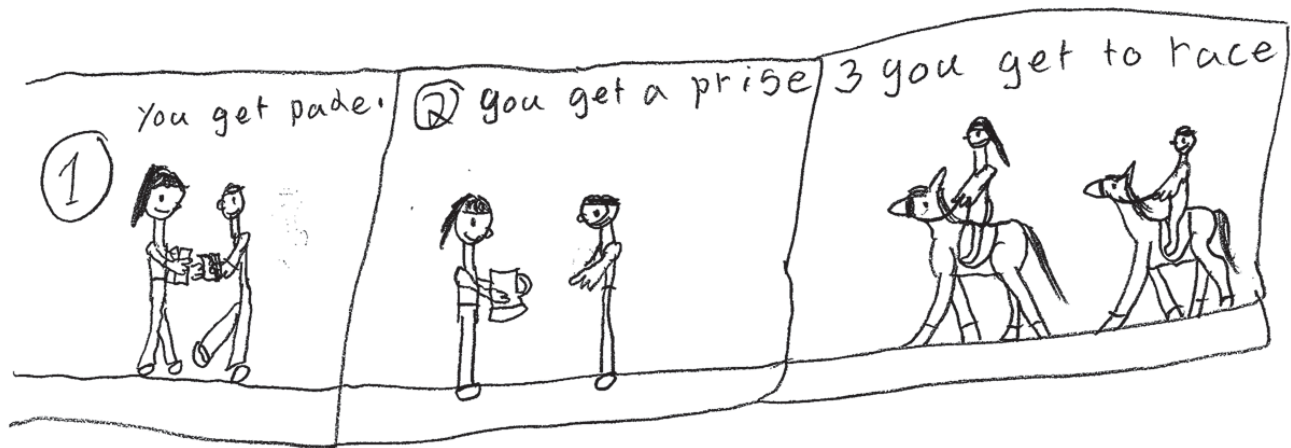
I want to be a waitress
when I grow up. You get
payed a lot of money.
And you get to make
friends with customers.
You sometimes get
to eat there to. It
sometimes feels like a
family.

Score Point 4

This is an excellent score point 4 response. The student's writing focuses on the topic in a logical and organized manner. There are three clearly developed reasons why the student wants to be a waitress, which reflect the student's prior knowledge and experience. The writing demonstrates knowledge of and accuracy in language conventions. Any errors in spelling do not interfere with meaning or the reader's understanding of the text. The student adds a nice concluding sentence, which could also be a fourth reason.

SAMPLE STUDENT RESPONSE**OPTION 1****Prompt:**

What job would you like to have when you grow up? Tell three reasons why you would like to have that job.

**Score Point 3**

This is a solid score point 3 response. The student's drawings address the topic and are well organized, yet the viewer has to *infer* that the student would like to be a jockey when he or she grows up. The detailed drawings depict what a jockey does and accomplishes, thereby providing reasons that tell why the student would like to have this job. The drawings are also accompanied by written explanations, so the viewer does not have to infer what the student's reasons could be.

SAMPLE STUDENT RESPONSE**OPTION 2****Prompt:**

What job would you like to have when you grow up? Tell three reasons why you would like to have that job.

I would lik to
be a Vet men decus
they Get to see
all kips of amees and
the mak a Lot
of mane.

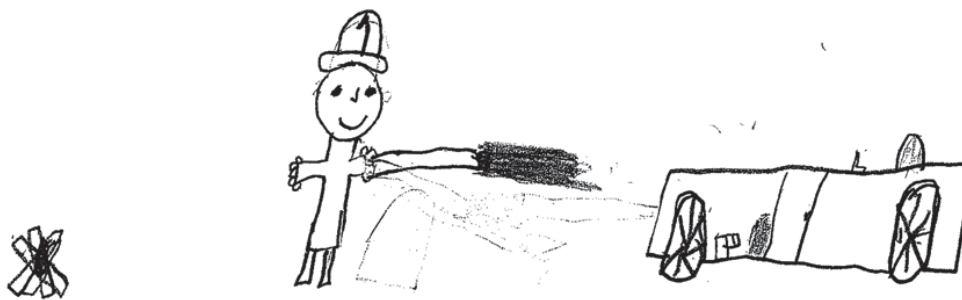
Score Point 2

This is a solid score point 2 response. The student's writing focuses on the prompt topic and is fairly well organized, but it contains only limited details. The errors in language conventions do slightly interfere with the meaning. The response contains only two details that support his or her reasons for wanting to be a veterinarian, rather than the three details that are required by the prompt.

SAMPLE STUDENT RESPONSE**OPTION 1****Prompt:**

What job would you like to have when you grow up? Tell three reasons why you would like to have that job.

Stn Dog

**Score Point 1**

This is a solid score point 1 response. The drawing depicts a fireman and a fire truck, but within the composition, there is no meaningful written or transcribed oral explanation that would state why the student wants this job. Further development of the prompt topic, either through additional drawings or written/transcribed oral explanations of firefighter roles/duties, would be required for the response to attain a higher score point.

The *English Language Arts Grade 4/5 Functional Independence Sample Assessment Booklet* reflects items that may be eligible for inclusion on either the Grade 4 **or** the Grade 5 assessment. Below is a list of the Extended Grade Level Content Expectations (EGLCE) that each item in this sample booklet measures.

Because the assessment will be administered during the **fall** of the school year, only content from the *previous* grade level will be measured on the assessment. Therefore, items that are eligible for the Grade 4 assessment will measure the Grade 3 EGLCE, and items eligible for the Grade 5 assessment will measure the Grade 4 EGLCE.

The references to EGLCE contained in this document can be found in the *Extended Grade Level Content Expectations*, which are available for review and download at www.mi.gov/mi-access.

WORD RECOGNITION		
Item Number	Grade 4	Grade 5
1-20	R.WS.03.EG05	R.WS.04.EG03
21-24	EMBEDDED ITEM PLACEHOLDERS	EMBEDDED ITEM PLACEHOLDERS

TEXT COMPREHENSION Passage 1: Functional Text		
Item Number	Grade 4	Grade 5
25	R.CM.03.EG02	R.CM.04.EG02
26	R.IT.03.EG03	R.IT.04.EG03
27	R.CM.03.EG01	R.CM.04.EG01
28	R.IT.03.EG02	R.IT.04.EG02
29	R.WS.03.EG08	R.WS.04.EG07
30	R.WS.03.EG08	R.WS.04.EG.07
31	R.CM.03.EG01	R.CM.04.EG01

TEXT COMPREHENSION Passage 2: Narrative Text		
Item Number	Grade 4	Grade 5
32	R.NT.03.EG04	R.NT.04.EG04
33	R.NT.03.EG02	R.NT.04.EG03
34	R.NT.03.EG02	R.NT.04.EG03
35	R.CM.03.EG02	R.CM.04.EG02
36	R.WS.03.EG08	R.WS.04.EG07
37	R.CM.03.EG02	R.CM.04.EG02
38	R.NT.03.EG02	R.NT.04.EG03

TEXT COMPREHENSION		
Passage 3: Informational Text		
Item Number	Grade 4	Grade 5
39	R.CM.03.EG02	R.CM.04.EG02
40	R.CM.03.EG02	R.CM.04.EG02
41	R.CM.03.EG02	R.CM.04.EG02
42	R.WS.03.EG08	R.WS.04.EG07
43	R.CM.03.EG02	R.CM.04.EG02
44	R.IT.03.EG02	R.IT.04.EG02
45	R.CM.03.EG01	R.CM.04.EG01

TEXT COMPREHENSION	
Passage 4: Embedded Placeholder	
Item Number	
46-52	

EXPRESSING IDEAS		
Item Number	Grade 4	Grade 5
53	L.GN.03.EG01	L.GN.04.EG01
54	Embedded Item Placeholders	Embedded Item Placeholders



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